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DIR-REFS

26 April 1967

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MEMORANDUM FOR: Director of Training

25X1A9a FROM : [REDACTED] OTR/IS/OBF, Room 1 D 1617, Ext. [REDACTED]  
SUBJECT : Report on Completion of Vietnam Orientation No. 15,  
10 - 14 April 1967

1. Basic Data

25X1A9a The Vietnam Orientation ran for the 15th time 10 - 14 April 1967 in Room 1 A 13 at Headquarters. The enrollment was [REDACTED] including 1 auditor, Mr. [REDACTED] of the A&E Staff.

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2. Course Changes

25X1A9a Mr. [REDACTED] again, as last month, replaced Mr. [REDACTED] this time because of a meeting rather than illness; and Mr. [REDACTED] who has been shifted to [REDACTED]

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3. Highlights

a. We had a particularly informative session on Living and Housing Conditions--a subject dear to the hearts of all in every Orientation. Along with Mr. [REDACTED] who has talked on the subject in several sessions, I also had Mr. [REDACTED] who was the housing officer in Saigon; he turned up with some very good color slides to show the class and also turned out to be unexpectedly articulate. Then at the last minute, this 2-man panel was turned into a 3-man panel with the arrival of Mr. [REDACTED] a Personnel Assistant in on home leave, who had current information to offer.

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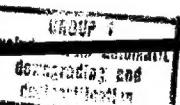
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25X1A9a b. We had 3 outside speakers: Col. F. D. Harris, USAF, of the Joint Staff; [REDACTED] Human Resources Office, and Dr. Arthur A. Bardos, former Cultural Affairs Officer in Saigon.

Col. Harris, perhaps because he had not served in Vietnam, delivered an acceptable but unexciting account of the military situation; he did not cover the functions and problems of the Military Assistance Command in Vietnam (MACV), as I had wanted.

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Lt. [REDACTED] did a better job of discussing the military intelligence set-up in Saigon. He had served in Vietnam, is working on it now, and has requested another tour out there. With this personal background, and on the topic of intelligence, it is not surprising that he provoked many questions from the class.

Dr. Bardos, probably because he is a cultural affairs officer, added a note of urbanity and learning that seemed to please and inspire all. Not only did he discuss the work of USIA, but he also stressed the significance of listening to the Vietnamese as a basic element of the process of communication.

#### 4. Critiques

Some of the more substantive comments follow:

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"I wish more people could have the advantage of hearing Mr. [REDACTED] talk on the importance of Vietnam."

"This course is the first I have ever taken that has given me a general knowledge of the problems faced and programs being carried out in a Station to which I have been assigned. I find this particularly satisfying and this knowledge will probably help me to adjust to the local situation more rapidly."

"I feel as a result of this course I have a much greater understanding of "the other war." Having served in Vietnam, I am quite aware of the military situation. I now have a fuller understanding of our contribution to this effort. Quite comprehensive!"

"For only five days, a very informative, lucid, helpful presentation. The pace was good. I must say I thought the two military presentations suffered from over-optimism, perhaps even one or two of our own. But this is a good course, even for someone in FE who knows something about FE and Vietnam already."

"...too much on history and theory - a lot of repetition of events and facts reported for the most part accurately in the press."

"I considered the course to be excellent and would thus be reluctant to offer concrete suggestions (for improving the course) for fear that it would detract from what is a very good package."

#### 5. Conclusion:

A Project: I've begun work on what amounts to a textbook for this Orientation. It will include material on 3 main elements of

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the course: a) Vietnam and its problems; b) the U.S., and especially, the Agency role in Vietnam; and c) the individual's personal affairs - processing, travel, family matters, Saigon reception, etc. I intend also to include in the textbook some of the material that for want of time or speaker can't be put forth in regular class time.

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ATTACHMENTS

Schedule  
Student Roster

Distribution:

Orig - Addressee (with 2 atts) Return to OBF  
1 - R/TR/AIB

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